REVIEW ARTICLE   **OPEN ACCESS**

Prevention of Cyber-bullying: Present Scenario and Guidelines for Future

*Raman Deep[1], Suman[2], Ruchika Duggal[3]
Faculty of Nursing, Mental Health Nursing Department, SGT University, Gurugram, Haryana122505
*Corresponding Author E.mail:deeraman@gmail.com

ABSTRACT
Bullying is a critical public health issue that has a harmful impact on people's mental, social, and physical health. Advancements in technology has expanded the social media usage by teenagers, and at the same time communication via online interface has given them exposure to a new type of bullying i.e.,cyberbullying, To assist children, parents, and teachers in addressing cyberbullying, a variety of prevention and intervention resources have been established, including websites, guidelines and intervention programs etc. Although parents and children are open to sharing their experiences with bullying with appropriate health care professionals, this information need to be treated with respect and compassion. Examining the present state of cyberbullying prevention proposing future guidelines is the goal of this research article.
Keywords: *Cyber-bullying; Prevalence, Cyber-victimization, Cyber-stalking, Exclusion.*

INTRODUCTION
Bullying is an important public health issue that has drawn a lot of study interest for many years. Cheers to the boon of this era of technological advancement, where use of social media and communication through online interfaces such as facebook, instagram etc, has increased excessively. Of around 7.4 billion internet users worldwide in 2017, Asia represents the greatest proportion, accounting nearly 49 percent users [1]. In India, we have more than five and a half billion consumers of internet, which has made us world's second largest online market with only China to lead us[2].According to a UNICEF poll, an increase in Cyberbullying is directly proportional to the number of users and it is a grave concern that more than one third of children in 30 countries worldwide are bullied using the internet [3].Compared to physical or emotional bullying, online bullying is more dangerous. Its overall effect on an individual is more humiliating. In cyberbullying the number of bystanders is huge but the target cannot escape him/herself from the offender by taking shelter into the safe and secure environment of home unlike in traditional bullying. In addition to this, the perpetrator has an advantage of concealment and inflicting any violence of any intensity. So, it is very important to have certain legal acts and guideline in place for curbing this menace. According to reports on mass media, in one of such incidents, in 2016, in the month of November, Ooshmal Ullas, a medical undergraduate aged 23 years, at one of the Medical Colleges in Southern Indian state, Kerala, tried to take his life by jumping after being cyberbullied over a Facebook message and sustained injuries on her spinal column, legs, and skull [4]. In another such incident, on January 9, 2018, a 20-year-old female of Hindu religion in Karnataka committed suicide after getting posts of offensive messages on WhatsApp owing to her friendship with a non-Hindu male [5].Also, came in media an episode associated with Instagram on 4th May'2020, in which a boy aged 15years, associated with a group named 'Bois locker room,' shared pictures of minor girls and passed indecent statements. Eventually he was put in prison by Delhi police [6].
In addition to above instances, a seventeen-year-old girl took her life on June 26, 2014 after her group-mates, Satish and Deepak, altered her photos and forwarded them on Facebook alongside her mobile number[7].
A number of cases of such kind are reported each year, and the grave fear is the escalating digits of suicides because of cyberbullying. Cyberbullying victims report higher levels of despair, anxiety, risky behaviour, and suicidality than their peers [8-13]. Bullied children experience significant levels of anxiety, externalizing and depressive thoughts/actions. Furthermore, there is a strong correlation between direct bullying and victimization and with victimisation from cyberbullying [14,15]. In response to these results,

resources for prevention and intervention are being created, ranging from websites and tip sheets to lesson plans for the classroom.

Cyberbullying Prevention - Present Scenario

Social networking sites emerged as a While the social networking sites act as a blessing during the time of a pandemic like Covid 19 and propelled a two way system for information, education and communication for the students as a facilitator of their learning. On the other hand at the same time, online platforms acted as a stage to showcase their violent behavior to cybervictimize the targets in various forms. These technical advances are very helpful and advantageous if used in an appropriate way but their misuse can place psychological safety and well-being of users at a very high risk. Over a period of time, Government of India has sprung various schemes such as Nirbhaya Scheme, CCPW Scheme, I4C Scheme; National cybercrime reporting portal- a national level reporting portal and helpline numbers especially for women and children. Government has also done pertinent revisions the required legal provisions of the IT Act and Indian Penal Code 1860 against the cyberbullying to stop this menace.

Governments of many states and Union territories like Delhi, Assam, Madhya Pradesh, and Jammu etc. have also launched various movements to create awareness regarding cyberbullying. Some of them are

http://www.cybercelldelhi.in/

http://www.indorepolice.org/cyber-crime.php

https://ifflab.org/how-to-file-a-cyber-crime-complaint-in-india/

CCPW Scheme [16]

S.No	Components	Description
1	*Online Cybercrime reporting Unit*	It endorses accountability for not only hassle free reporting of any illicit act done online but also performing its advance inquiries.
2	*Forensic Unit*	I is comprised of a professional group for the investigation of a report of a cybercrime and is on duty round the clock and is easily reachable to each and every region of India.
3	*Capacity Building Unit*	This is a specific unit that needs a specialization in inquiries, recognition as well as forensics to timely control the offenders for which fund is at the disposal of a state.
4	*Research And Development Unit*	This unit takes initiative to mend the research development and technical advances to support a stress-free and prompt uncovering of even a highly frightening cybercrime conditions.

IT Act:

Various section of IT act are written below [16].

S.No	Laws	Description
1	*IT act, section 66 A*	This section of the act includes punishment of an individual engaged in insulting, offensive, or harmful messages which may result in infuriation, humiliation, damage, hostility, hate, bullying, troublesomeness, or trickery utilizing the internet or any other platform
2	*IT act, section 66 C*	It embraces the punishment for stealing of personal identity password stealing or any kind of imitation and fraud while using any signature or password electronically of another person.
3	*IT act, section 66 D*	It is associated with related to the deceiving by imitating on social media.
4	*IT act, section 66 E*	This is related to breach of privacy or disrespect of privacy of an individual in digital mode.
5	*IT act, section 67 and 67A*	This deals with reproducing or disseminating digital content which is sexual in nature.
6	*IT act, section 67 B*	This is associated with involvement of children performance or behavior of a sexual nature on electronic media.
7	*IPC Section 292A*	This part of the act relates to individuals involved in publication of totallyoffensive or scandalous material or matter intentional for extortion

8	*IPC Section 354 A-*	This deals with sexual pestering as unsolicited physical touch or to show pornography
9	*IPC Section 354 D-*	It is related to digital following of another person's contact in spite of clear disapproval.
10	*IPC Section 499*	This section includes defamation performed to harm others by using online media
11	*IPC Section 507*	In this section unknown person's illegal intimidation is dealt
12	*IPC Section 509*	In this section, people who disrespect person of female gender by using insulting language and actions or producing any voices.

Government of India has taken an innovative step by launching National cyber -crime reporting portal (NCCR) portal. This portal is meant to for victims, especially women and children to report any kind of condemnation. In addition to this, UGC has also published some guidelines for educational institutions related to anti-bullying which are meant to be followed strictly.

Cyberbullying Prevention – Future Directions
After concluding from the results of a number of research studies, researchers have come up with a number of endorsements on how to manage with cyberbullying. These recommendations are for various groups who directly or indirectly get a blow of cyberbullying. It can be victims, parents, bystanders and/or educators. These commendations are for prey like "avoid reading posts sent by cyberbullies, for parents like creating more awareness among parents so that their kids can stick to the safety policies to use the internet, delivery of state of the art rigorous training for staff regarding cyberbullying and last but not the least, launching of a prevention program at school or university level [17-19]. Furthermore, according to Ortega-Ruiz et al. (2012), there are some techniques which can enhance the effectiveness of these programs like:
1) Appropriate Guidelines, rules, regulations, protocols etc., should be in place and process
2) Online interpersonal skills and awareness should be focused and improves for students and staff.
3) Creating a physical and psychological safe and secure learning environment; and
4) Enhancing partnership among school, family, and community to boost alliance among students, families, and local organizations. [20].

Cyberbullying and cyber safety prevention programmes are only now being developed and evaluated. Information on Websites can help parents to a great extent learn about the best ways to protect their children from this cyberbully ghost, but most of the content on the internet is supported by research and are frequently promoted by companies that sell products. Also the research evidence generated is very new and not tested in long term. So, this information may be dangerous to be applied in its original form. Parents, educators, school administrators, and healthcare professionals should be very careful when they procure data from these websites and should rely on information provided by authentic and genuine government and other organizations that routinely utilizes research evidence to generate guidelines and disseminate to the general public.

To assist schools in implementing these programmes, health professional should be skillful and knowledgeable of the negative effects of cyberbullying and what should be done to deal with its victims. Stronger legislation to combat cyberbullying is also required. Health care professionals need a lot more guidance to stop the chronic health effects of bullying on juveniles. Although wards and their parents are keen to share their experiences of bullying with healthcare professionals, such disclosures must be treated with dignity. To encourage these confessions, health care providers should include questions about bullying on their intake forms.

Results of many studies have discovered that although educators thought cyberbullying was a problem, they were unaware of the ways and places where kids engaged in it. More rigorous awareness campaigns and training programs are needed for the teachers to prepare them to tackle with this growing problem.

Health care providers must be aware of the detrimental effects of cyberbullying and how to deal with its victims in order to support schools in implementing these programs. Stronger legislation that addresses cyberbullying is also needed.In order to stop the long-term health effects of juvenile bullying, health care professionals need a lot more guidance. Although parents and children are open to sharing their experiences with bullying with their healthcare professionals, such disclosures must be treated with respect. To promote these disclosures, health care practitioners need to ask about bullying on the intake forms. Questions should include whether or not young people bully others or are bullied themselves, how long the bullying has been going on, where it is taking place (such as school, online, or in sports), and how the bullying has affected the young people's mental, physical, and social health. Health care professionals should speak with parents about setting reasonable screen time limits, monitoring how their children use

technology, discussing security and confidentiality while using internet, with them, and discovering the reasons on why their wards are not comfortable in sharing with them about their experiences on the internet in relation to cyberbullying. Further exploration on the various methods used by schools, communities, and health care providers to combat cyberbullying is needed in order to decide how to intervene most effectively.

CONCLUSION

The number of person affected by cyberbullying is increasing day by day and at the same time many people are not even aware of various legal acts available to help them. More education needs to be imparted to create awareness regarding the same and at the same time we need to create stronger legislation to combat cyberbullying to curb this problem from its root.

CONFLICT OF INTEREST

The authors declare that there are no conflicts of interest. The research received no specific grant from any funding agency in the public, community, or non-for profit sectors.

REFERENCES
1. Wikipedia, List of countries by number of Internet users.
2. Mathew P, Raman K. Prevalence of problematic internet use and internet usage pattern among adolescents. Indian J PsyNsg 2020; 17:39-50.
3. UNICEF. (2020). Retrieved from https://www.unicef.org/: https://www.unicef.org/end-violence/how-to-stop-cyberbullying
4. Abaido GM. Cyberbullying on social media platforms among university students in the United Arab Emirates. International Journal of Adolescence and Youth. 2020;25:407–420. doi: 10.1080/02673843.2019.1669059.
5. Aizenkot D, Kashy-Rosenbaum G. Exposure to cyberbullying in WhatsApp classmates' groups and classroom climate as predictors of students' sense of belonging: A multi-level analysis of elementary, middle and high schools. Children and Youth Services Review. 2020;108:104614. doi: 10.1016/j.childyouth.2019.104614
6. Alamri MM, Almaiah MA, Al-Rahmi WM. Social media applications affecting students' academic performance: A model developed for sustainability in higher education. Sustainability. 2020;12(16):6471. doi: 10.3390/su12166471.
7. Al-Rahmi, W., Yahaya, N., Alturki, U., Alrobai, A., Aldraiweesh, A., Omar Alsayed, A., &Kamin, Y. (2020). Social media – based collaborative learning: the effect on learning success with the moderating role of cyberstalking and cyberbullying. *Interactive Learning Environments*, 1-14. 10.1080/10494820.2020.172834
8. Bauman S, Toomey RB, Walker JL. Associations among bullying, cyberbullying, and suicide in high school students. J Adolesc. 2013;36:341-350
9. Gamez-Guadix M, Orue I, Smith PK, et al. Longitudinal and reciprocal relations of cyberbullying with depression, substance use, and problematic Internet use among adolescents. J Adolesc Health. 2013;53:446-562.
10. Kowalski RM, Giumetti GW, Schroeder AN, et al. Bullying in the digital age: a critical review and meta-analysis of cyberbullying research among youth. Psychol Bull. 2014;140:1073-1137.
11. Nordahl J, Beran TN, Dittrick CJ. Psychological impact of cyberbullying: implications for school counsellors. Can J Counsel Psychother. 2013;47:383-402.
12. Sampasa-Kanyinga H, Roumeliotis P, Xu H. Associations between cyberbullying and school bullying victimization and suicidal ideation, plans and attempts among Canadian schoolchildren. PLoS One. 2014;9(3):102-145.
13. Vaillancourt T, Faris R, Mishna F. Cyberbullying in children and youth: implications for health and clinical practice. Can J Psychiatry. 2017;62(6):368-373.
14. Espelage DL, Rao MA, Craven R. Theories for cyberbullying research. In: Bauman S, Cross D, Walker J, editors. Principles of cyberbullying research: definition, methods, and measures. New York: Routledge; 2013. p. 49-67.
15. Ybarra M, Mitchell K. The co-occurrence of internet harassment and unwanted sexual solicitation victimization and perpetration: associations with psychosocial indicators. J Child Psychol Psychiatry. 2004;45:1308-1316.
16. Kaur M, Saini M. Indian government initiatives on cyberbullying: A case study on cyberbullying in Indian higher education institutions. Educ Inf Technol (Dordr). 2022 Jul 4:1-35. doi: 10.1007/s10639-022-11168-4. Epub ahead of print. PMID: 35814802; PMCID: PMC9251041.
17. Beale AB, Hall KR. Cyberbullying: what school administrators (and parents) can do. Clearing House. 2007;81:8-12.
18. Couvillon MA, Ilieva V. Recommended practices: a review of school preventative programs and strategies on cyberbullying. Prev Sch Fail. 2011;55:96-101.
19. Feinberg T, Robey N. Cyberbullying: intervention and prevention strategies. Natl Assoc Sch Psychol. 2009;38:1-5.
20. Ortega-Ruiz R, Del Rey R, Casas JA. Knowing, building and living together on Internet and social networks: the ConRed Cyberbullying Prevention Program. Int J Conf Violence. 2012; 6:303-312.

CITATION OF THIS ARTICLE